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ABSTRACT

In 1988, American River College (ARC) formed a staff development advisory committee to respond to Assembly Bill (AB) 1725, which provides funding for locally developed staff development programs. The committee determined that structures were already in place for a comprehensive staff development effort and that those structures should be used to implement an expanded program under AB 1725. The committee also agreed that programs for all college staff should be developed in the areas of affirmative action, computer training, and shared governance. Implementation of the plan began immediately following receipt of AB 1725 funds. Programs designed specifically for faculty, classified staff, or managers included the development of an instructional skills workshop, expansion of the Staff and Institutional Development Committee's grants to faculty, awarding of faculty development leaves and release time, travel grants to classified staff for workshops and conferences, and the funding of registration for four administrative seminars. A program evaluation, utilizing questionnaires completed by each program participant, indicated clear evidence of the program's impact on the staff in their various work roles. For the comprehensive staff development effort as a whole, quality and publicity were rated fairly high, with comprehensiveness and diversity rated somewhat lower. Development plans for 1989-90 are outlined, and detailed appendixes provide information relating to the educational legislation, evaluation responses and program ratings, the evaluation instrument, program descriptions, and funding information. (JMC)

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American River College
Human Resources Development Plan

Report 1988-1989

Implementation and Evaluation and Plans for 1989-1990

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Sharon J. McCuen
August 1989

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AMERICAN RIVER COLLEGE
HUMAN RESOURCES DEVELOPMENT PLAN
REPORT
1988-89

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AMERICAN RIVER COLLEGE

Human Resources Development Plan
Report -- 1988-89

I DEVELOPING THE PLAN

INTRODUCTION

American River College has had a strong commitment to staff development for the past 10 years. The college goals and objectives have emphasized staff development for all segments, and the college has consistently received commendations from visiting accreditation teams for its strong staff development programs. Thus, when AB 1725 was signed into law in fall of 1988, the college already had strong staff development programs in place for faculty, classified staff and management.

RESPONSE TO AB 1725

AB 1725, the community college reform bill, includes funding for locally developed and implemented staff development programs. The legislation requires each college to have an advisory committee in place to assist in the assessment of needs and design of a Human Resources Development Plan for the institution.

The ARC Staff Development Advisory Committee (SDAC) was formed by the college president in the fall of 1988 to develop the college's response to AB 1725. The committee includes the chairpersons of the five campus committees that deal with staff development, the faculty senate president and additional faculty, management and classified representatives. (See Appendix page 1)

The committee had its organizational meeting on November 15, 1988, and selected faculty member Tom Bloom and dean Sharon McCuen as co-chairs.

The committee reviewed the legislation and the purposes for which AB 1725 may be expended. (See Appendix page 2) The committee determined that it would seek broad involvement in the needs assessment and plan development, despite the very short timeline. A number of needs assessments were conducted--some by the various staff development committees and one by the Faculty Senate.

The committee reviewed the needs and the many existing staff development activities at ARC. It determined that structures were already in place for a comprehensive staff development program and that these structures should be used to implement an expanded program under AB 1725. It was also agreed that intersegmental programs should be developed in the areas of affirmative action, computer training and shared governance.

A two-year Human Resources Development Plan was developed and adopted by the committee in January 1989. Shortly thereafter ARC received its allocation of AB 1725 funds from the district office totalling $74,050. (See Appendix page 3)

II IMPLEMENTING THE PLAN

Implementation of the plan began immediately; however, some aspects of the program needed additional planning.

SEGMENTAL PROGRAMS

Faculty

Teaching Resources Center -- The Teaching Resources Center, directed by faculty member Bruce Swinehart, already had a full program developed for the year. The complete program is shown in Appendix pages 4-9.

The AB 1725 funds were used to fund the new Instructional Skills Workshop (ISW), a faculty program for improving teaching skills that originated in British Columbia and is being coordinated in California by Santa Rosa College. The workshop involves four days of six hours each plus considerable preparation, evening work and follow-up. The workshops are facilitated by a team of two faculty for four-six faculty at a time. By the end of the school year, 31 ARC faculty had participated in ISW sessions, eight had been trained as facilitators and two had been trained as trainers. In addition, two facilitators were sent to British Columbia in June for follow-up training called "Potlatch." ARC is now second only to Santa Rosa in terms of number of faculty with ISW training. Also, AB 1725 funds were used to send newly selected TRC director Bill Hunt to a National Institute for Staff and Organizational Development conference in Costa Mesa, California.

Staff and Institutional Development Committee -- The Staff and Institutional Development Committee, which includes faculty from every instructional area, expanded its program of grants to faculty. The committee awarded $3,935 of institutional funds for the traditional staff and institutional development grants and another $15,811 in AB 1725 funds for staff development grants. (See Appendix pages 10-11)

Professional Development Committee -- Eight ARC faculty members were on Type A and Type B Professional Development Leaves last year, awarded by the Professional Development Committee. In addition, the Committee awarded staff development release time for projects to three faculty members for fall 1989, to be funded by AB 1725. (See Appendix page 12)

Classified

The classified staff development program has traditionally included workshops, travel funds for off-campus workshops or conferences and an audio/video/print library. The classified staff also raises funds and provides scholarships for classified staff, through the Classified Advisory Committee. Since the year's program had

already been planned within existing funds when AB 1725 funds became available, the new funds were used for individual and group travel for workshops and conferences. A total of $1,047 of AB 1725 funds was allocated for this purpose, added to the $1,109 of institutional funds. (See Appendix page 13)

Management

The management staff normally has four-six professional growth activities each year, developed by the Management and Organizational Development Committee. The workshops for 1988-89 had already been developed within institutional funds; the AB 1725 funds were used to fund registration for four administrative seminars/symposiums. (See Appendix page 14)

INTERSEGMENTAL PROGRAMS

Affirmative Action -- An Affirmative Action Committee was established as a subcommittee to the campus Affirmative Action/Sex Equity Committee, with the charge to develop an intersegmental plan for staff development on affirmative action. The committee was co-chaired by faculty members Francisco Arce and Delores Delgado Campbell. The committee met a number of times during spring semester and identified themes and topics, which would be translated into a plan for implementation in 1989-90. The committee also recommended that its name be changed to Cultural Diversity Committee. It is anticipated the first workshops will be offered in October 1989. The committee's funds were carried over into the 1989-90 school year.

Computer Training -- A comprehensive program of computer training, open to faculty, classified staff and management, was developed by a committee chaired by microcomputer specialist Linda Jurgens based on a needs assessment that had been conducted. The program included six workshops or series of workshops, including a three-part session on Word Perfect and a two-part workshop on Lotus 1, 2, 3. The computer program had a total of 138 enrollments. (See Appendix page 15) The program will continue next year.

Shared Governance -- A Shared Governance committee of faculty, classified staff, management and students was chaired by vice president Steve Epler. The major event was a Shared Governance Colloquium in which 47 staff participated. The colloquium focused on ways in which staff involvement in college issues had been successful and on issues remaining to be resolved. (See Appendix pages 16-17) The committee will continue next year.

III EVALUATION

EVALUATION PLAN

Note: The evaluation plan does not cover the entire Human Resources Development Program -- only that portion funded by AB 1725. This is to provide specific and discrete data on the outcomes of activities funded by new state staff development dollars.

During the spring semester, 1989, the Staff Development Advisory Committee worked with research coordinator Dick Rasor on an evaluation plan for AB 1725 funded projects. The plan was adopted in April, 1989. (See Appendix page 18) The plan involves a three-tiered approach: (1) Ongoing evaluation may be conducted for the purpose of improving activities; (2) Formal evaluation will evaluate each activity funded by 1725 primarily in terms of the impact the activity had upon the staff member and changes that have occurred as a result of the activity; it also designates which of the 1725 program uses is applicable; and (3) End-of-year evaluation will determine staff satisfaction with the entire comprehensive staff development program and will elicit suggestions for improvement. In the absence of any broadened definition of the AB 1725 program uses listed in the legislation, the committee developed its own definition, which is titled Standards for Funding. (See Appendix pages 19-20) Formal and end-of-year evaluations are conducted by the research office in conjunction with the Staff Development Advisory Committee. Ongoing evaluation is conducted by the committee or group conducting the activity, and is therefore not within the purview of this report.

FORMAL EVALUATION

Each participant in an activity funded by AB 1725 is sent a standard evaluation form. (See Appendix page 21) The respondent is asked to indicate which of the AB 1725 program uses is applicable, and then to describe the activity, evaluate the activity and indicate what changes have occurred as a result of the activity. For the 1988-89 program, responses were received from over 80 percent of those solicited.

Complete data on each response is available in the research office. However, the following summary is offered:

Faculty

Most of AB 1725 funds spent for faculty in spring of 1989 went to the Teaching Resources Center for the Instructional Skills Workshop program and to the Staff and Institutional Development Committee

for staff development grants. (The Professional Standards Committee allocated reassigned time for projects for fall semester, 1989, so evaluation data is not yet available.)

Instructional Skills Workshop -- A total of 31 faculty participated in the ISW program in 1988-89, most of which was funded by AB 1725 funds. Respondents unanimously rated this activity highly and recommended it to their colleagues. (For samples of responses see Appendix page 22.) In terms of changes in the classroom, all participants indicated they have improved their teaching because of the ISW experience. Among the changes cited are preparing lesson plans in a different way, using a variety of new presentation tools such as flip charts and overheads, developing more specific objectives for classroom activities, more use of small group work, using pre- and post-tests on lessons to determine what learning occurred, assessing student learning styles, developing better tests, taking time to know each student on a more personal basis and being a "learning facilitator" as opposed to a "distributor of facts." (For samples of responses see Appendix page 23.)

Staff Development Grants -- The Staff and Institutional Development Committee awarded 23 grants for staff development projects of individual faculty or groups of faculty, or departments. Faculty recipients of these grants indicate a high level of satisfaction with the activity and specific ways in which the activity has impacted their teaching. Completed responses are available in the research office. (For samples of responses see Appendix page 24.)

Classified

AB 1725 funds for classified were used for professional growth travel to workshops or conferences. A total of four awards were given. All four recipients gave high marks to the activity, and indicated specific changes that they are implementing as a result of the activity. (For samples of responses see Appendix page 25.)

Management

Management used AB 1725 funds for registration to several seminars and symposiums. All such activities were related to the managers' assignments and were rated as extremely worthwhile. (For samples of responses see Appendix page 26.)

Intersegmental

Computer Training -- Five single and multiple-session workshops were held in spring 1989, including a three-part session on Word Perfect, a two-part workshop on Lotus 1, 2, 3 and three six-week classes on the Macintosh computer. Participants generally gave high marks to the workshops; however, some staff indicated they felt the sessions moved too fast and were not geared to their level

of expertise. These comments have been taken into account in planning next year's program. In addition to the group sessions, specialized instruction on Pagemaker was provided for the Community Services/Vocational Education staff. Both classified staff and faculty who participated in the computer training program indicated the skills learned related to their daily work tasks. Evaluative responses are available in the research office.

Shared Governance -- An all-day Shared Governance Colloquium was held, under the auspices of the Shared Governance Committee. Thirty-four participants returned evaluation forms, evaluating the degree to which the six objectives of the colloquium had been met on a scale of one (very good) to five (very poor). In general, the participants rated the colloquium highest in terms of promoting dialogue among the constituencies and clarifying participants values relating to shared governance (1.68 and 1.88 respectively) and lowest in terms of beginning to develop specific plans (3.50). (For survey results see Appendix pages 27-28.)

Affirmative Action -- The committee for affirmative action staff development activities developed a plan during spring semester 1989; implementation of the plan will begin in fall 1989.

END OF YEAR EVALUATION

At the end of the year, an overall evaluation form was sent to all day staff--faculty, classified and management. (See appendix pages 29-30) The major purpose of this evaluation was to obtain feedback on staff's assessment of the comprehensive staff development program and suggestions for improvement. Another purpose was to learn what other kinds of staff development activities staff had undertaken on their own. A third purpose was to determine the reasons why some staff did not participate in the staff development program. Finally, we were interested in how long the participants had been at ARC -- to determine if participants in the program included both new and longtime staff.

Questionnaires were sent out to 526 day staff with 104 responses. The highest percentage of responses were from faculty (53%), then managers (25%), and then classified (6%). Of those responding, 80 percent had participated in one or more activities of the comprehensive program during the year.

Those who had participated in the program during the year were asked to evaluate the total staff development program in terms of comprehensiveness, diversity, quality and publicity on a scale of 1 (poor) to 5 (excellent). (See Appendix page 31) The highest average ratings were for publicity, 4.06, and quality, 3.98, followed by comprehensiveness (something for everyone) and diversity (meets variety of needs) both at 3.86.

Overall, top marks (4 and 5) were given by 82 percent of the respondents to quality, by 76 percent to publicity by 70 percent to diversity and by 67 percent to comprehensiveness.

There were interesting differences among the three segments in the overall program assessment. All (100%) of the managers gave the program top marks (4 or 5) in all four categories. Faculty rated the program somewhat lower. Some 82 percent of the faculty gave high marks to quality, 72 percent to publicity, 68 percent to diversity and 64 percent to comprehensiveness. Classified staff gave the lowest ratings. High marks were given by 75 percent to quality, comprehensiveness and diversity. Only half of the classified respondents gave high marks to publicity.

When the various components of the program were listed and respondents were asked to rate each activity in which they had participated, the average rating for all activities was 4.15 on the same 1-5 scale. (See Appendix page 32)

It appears that staff, when asked about the program as a whole, were highly pleased with publicity, pleased with quality and not as pleased with comprehensiveness and diversity. However, when they rated specific activities in which they had participated, a high degree of satisfaction was indicated.

Those who indicated they did not participate in the staff development program during the year were asked to indicate why. Of the 21 respondents who did not participate, the most common reason was "not offered at convenient times," given by 86 percent of the respondents. Only three (14%) indicated the program did not meet their needs and two (9.5%) indicated they didn't know about the program. (Note: respondents could indicate multiple answers so totals are more than 100%.)

Two open-ended questions were asked. Question four asked what staff development activities, if any, respondents had participated in beyond the institutional staff development program. Forty-four faculty, one classified and three managers listed additional activities. Many cited travel funded by area/departmental budgets or by themselves. Others cited off-campus workshops and seminars, college classes, reading and writing.

Question five asked for suggestions to improve the institutional staff development program. Overwhelmingly, adoption of a flex calendar to provide time for faculty to participate in professional growth activities topped the list. Other suggestions included offering activities at more varied times for instructors with afternoon labs, more activities for part-time/evening faculty, streamlining application procedures, and more subject matter inservice.

A final question (number seven) asked how many years the staff member had been at ARC. The purpose of the question was to see what kind of mix the program is drawing -- if we are attracting "seasoned" staff as well as newcomers. While there is no comparative data on years of service for all staff, it was interesting to note that respondents were spread across the categories, reflecting what one might guess is the distribution at

least of the faculty. Indeed, of the 85 faculty respondents, 44 have been at the college for 16 or more years.

PARTICIPATION

While records have been kept on attendance of all staff development activities during the year, the great variety of activities has made it impossible to do a totally accurate unduplicated count of all staff participating. However, our best conservative estimate is that at least two-thirds of the day faculty, all of the managers and nearly half of the classified staff participated in at least one staff development activity included in the Human Resources Development Plan for 1988-89, funded either by the college or AB 1725.

SUMMARY

Following one semester of infusion of AB 1725 funds into American River College's staff development program, there is clear evidence of impact on staff in their various work modes. Faculty have cited specific improvements in classroom teaching. Managers and classified staff have indicated ways in which they have improved their work performance.

For the comprehensive staff development program as a whole, quality and publicity were rated fairly high, with comprehensiveness and diversity somewhat lower. If given a letter grade, the program would probably receive a B.

Participation in the program is high, with over half of the staff having participated in at least one activity in the Human Resources Development Plan during 1988-89.

It is clear that staff give high ratings to activities in which they have participated, but that there are additional needs for professional growth that have yet to be met.

IV PLANS FOR 1989-90

The Human Resources Development Plan was developed by the American River College Staff Development Advisory Committee for a two-year period, 1988-89 and 1989-90. Therefore the broad outlines for the coming year's program are already in place and described in the document prepared last January.

More specific information on use of AB 1725 funds in 1989-90, based on additional planning, is as follows:

SEGMENTAL

Faculty

Teaching Resources Center -- A major focus for the TRC during 1989-90 will be continuation of the Instructional Skills Workshop. It is anticipated that five sessions will be held, adding 25 additional faculty to the 31 who have already participated in ISW. Other programs slated for fall include an open house, a week of activities recognizing ARC faculty who have published books, Teaching Week with a theme of Critical Thinking and another week of activities relating to the theme "Assisting the Student in Learning", particularly relating to self esteem. The new program called "Classroom Research", being developed by Dr. K. Pat Cross at UC Berkeley, will also be a focus this year. Grants for faculty to visit other institutions and to bring subject area specialists to the campus will be another focus.

Staff and Institutional Development Committee -- Grants will be awarded for faculty staff development projects.

Professional Standards Committee -- Reassigned time will be awarded for faculty staff development projects.

Classified

Travel funds will again be awarded for classified professional growth, as well as funds for unit or office special staff development needs. In addition, a series of workshops is planned on topics including: Drugs in the Workplace, Dealing with Difficult People, Enhancing Your Credibility and Self Esteem, and Planning Publications Using the Macintosh Computer, as well as a panel on the college's Matriculation program.

Management

A full slate of activities are scheduled for managers around the theme: Building Toward the Year 2000. Consultant Bill Cole will

present a two-part program on Managing for Success which will include elements of leadership including motivation, delegation and regulation. Other sessions will be on Building Credibility and Self Esteem, Major Issues with Local High Schools, and a full day workshop on management skills. A visit, possibly to the County Office of Education, will also be scheduled.

INTERSEGMENTAL

Computer Training -- Workshops and workshop series are planned on topics such as Advanced Word Perfect, Lotus, D-Base, Interactive Video Disk Demonstration (geared toward science), and Motivating Students with Video Disks.

Affirmative Action -- The Cultural Diversity Committee has developed a series of workshops on titles including Unlearning Racism: Minorities and Non-minorities, Minority Learning Styles Theory, Intercultural Communication, and Women Students of Color. Also cultural activities are planned for Martin Luther King's birthday and Cinco de Mayo. A secondary emphasis will be based on targeted recruitment of minority staff to participate in a series entitled Advancement Strategies for Minorities.

Shared Governance -- The Shared Governance Committee is planning a fall colloquium to continue dialogue on shared governance issues. A speaker or panel is also being considered.

ARC STAFF DEVELOPMENT ADVISORY COMMITTEE
1988-89

Tom Bloom - CoChair - faculty
Chairman, Professional Standards Committee
Sharon McCuen - CoChair - Assistant Dean Research & Development
Les Lehr - faculty
Chairman, Staff and Institutional Development Committee
Bruce Swinehart - faculty
Director, Teaching Resources Center
Tom Powell - faculty
President, Faculty Senate
Francisco Arce - faculty
Sue Lorimer - faculty
Phyllis Lane - classified
Chairman, Classified Advisory Committee
Mary Smith - classified
Delores Smith - management
Chairman, Management and Organizational Development Squad
Bruce Werner - management

Article 5. Community College Faculty and Staff Development Fund

87150. There is hereby created in the State Treasury the Community College Faculty and Staff Development Fund, to be administered by the Board of Governors of the California Community Colleges, the purpose of which is to provide state general funds to community colleges for supporting locally developed and implemented faculty and staff development programs.

87151. The Board of Governors of the California Community Colleges shall annually allocate funds appropriated for the purposes of this article to each community college district whose chief executive officer has submitted to the chancellor an affidavit which includes:

(a) A statement that each campus within the district has an advisory committee, composed of administrators, faculty, and staff representatives, which has assisted in the assessment of the faculty and staff development needs and in the design of the plan to meet those needs.

(b) A campus human development resources plan has been completed for the current and subsequent fiscal years.

(c) A report of the actual expenditures for faculty and staff development for the preceding year.

87152. (a) The initial allocation to each district, from funds appropriated by the Legislature therefor, shall be an amount equivalent to one-half of one percent of the fiscal year revenues, as defined by Section 84700, received by the district, for the 1987–88 fiscal year.

(b) In subsequent fiscal years, no district shall receive an allocation greater than 2 percent of its fiscal year revenues, as defined in Section 84700, for the prior fiscal year.

87153. The authorized uses of funds allocated under this article shall include all of the following:

(a) Improvement of teaching.

(b) Maintenance of current academic and technical knowledge and skills.

(c) In-service training for vocational education and employment preparation programs.

(d) Retraining to meet changing institutional needs.

(e) Intersegmental exchange programs.

(f) Development of innovations in instructional and administrative techniques and program effectiveness.

(g) Computer and technological proficiency programs.

(h) Courses and training implementing affirmative action and upward mobility programs.

(i) Other activities determined to be related to educational and professional development pursuant to criteria established by the Board of Governors of the California Community Colleges, including, but not necessarily limited to, programs designed to develop self-esteem.

87154. This article shall be operative during any fiscal year only if funds are provided therefor in the annual Budget Act for that fiscal year or other legislation.

SEC. 27. Chapter 2 (commencing with Section 87200) of Part 51 of the Education Code is repealed.

SEC. 28. Chapter 2.5 (commencing with Section 87350) is added to Part 51 of the Education Code, to read:

AB 1725 BUDGET -- 1988-89

Allocation		**$74,050**
Intersegmental Programs		
Computer Training	$8,000	
Affirmative Action	4,500	
Shared Governance	4,500	
Total		**17,000**
Contingency/Operations	$3,750	
Total		**3,750**
Sub Total		**20,750**
Balance		**$53,300**
Segmental Programs		
Classified	$ 6,300 } 19%)	
Management	4,000 }	
Teaching Resources Ctr.	15,000 (28%)	
Prof. Standards Comte.	8,000 (15%)	
Staff & Institutional Development Comte.	20,000 (38%)	
Total		**$53,300**
Grand Total		**$74,050**

February 15, 1989
Research Office

TEACHING RESOURCES CENTER
MEMORANDUM

DATE: June 7, 1989

TO: Sharon McCuen - Dean, Research and Development
Bruce Swinehart - TRC Director, 1988-89

FROM: Rhonda Bosworth - TRC Assistant

RE: Annual Report: TRC Activities, Events and Services, 1988-89

Due to the effects of last year's need to reestablish the TRC as a faculty staff development force at American River College, and because of the dollars made available by the passing of Assembly Bill 1725, the Teaching Resources Center grew and changed dramatically for a second year in a row. As you will see from this report, the TRC continued to service a majority of the faculty during this ninth year of operation while working very hard "behind the scenes" in reevaluating, reorganizing, planning and implementing programs.

TRC Summer Use: When the new computer equipment arrived in the spring of 1988 a great deal of interest was generated among the faculty. Keeping the center "open" and the computer equipment available for use seemed the most effective way to maintain the interest, meet faculty members' needs and more efficiently use the TRC resources.

Over the 11 weeks of the 1988 summer break, the TRC was used 97 times for purposes of staff development. Most of the use was in the area of computer development; however, other resources, such as video/audio tape loaners and the professional collection were utilized.

Teaching Week 1988-89: After allowing six weeks for the new school year "rush" to settle into a pattern, the Ninth Annual Teaching Week began. Each year Teaching Week focuses on a specific topic, and a variety of events are offered within this realm in the hopes of getting the instructors off to a good start.

The theme this year was "Champions in Education" and issues such as solving common classroom problems, improving instructional skills and using technology to enhance the learning experience were explored. Dr. Terry O'Banion, League for Innovation in the Community College, was scheduled to give the keynote address which focused on the common experiences all teachers face. (Due to an illness, Dr. O'Banion rescheduled this presentation for later in the semester.) Additional programs included a forum on classroom concerns which was hosted by Ralph Todd (Business), the 1988 Patron's Award recipient, and a panel of four faculty members shared how computers enhance classroom instruction.

Instructional Skills Workshops: One of the newest and brightest stars of this year's programs has been the Instructional Skills Workshops (ISW). These workshops, based upon research done in the United States, were developed in Canada to offer a vehicle by which established faculty members could help new faculty members improve their instructional skills. These workshops were successful and they were expanded to include tenured faculty. As a result, various community colleges in the United States have begun instituting the workshops to revitalize and renew their faculty.

As of June 30 1989 32 ARC faculty members will have participated in a workshop, seven will have been trained as facilitators and three will have been trained as facilitator trainers. (NOTE: It should be pointed out that the training of facilitator trainers is a step toward making the Los Rios Community College District ISW program self-sustaining, so that it can become the primary ISW resource for the central valley, thereby maintaining our pre-eminence in the area of staff development.)

ARC has the second highest ISW "graduate" rates in the California community college system with nine divisions represented. Five of the 32 participants are faculty members who are within their first three years of teaching at American River. All of the participants agree that this program is a major key to improving instructional skills in the classroom as well as rejuvenating the teaching spirit; they also feel that it is a great way to get to know other faculty members (and their unique strengths) on campus.

The TRC and the ISW Facilitation Team will be sponsoring five workshops during 1989-90 in addition to playing host (on two separate occasions for a total of three workshops) to Charles Miller (the state ISW coordinator) and the staff who have been instrumental in bringing ISW to California.

ARC Great Teachers' Retreat: The Fourth Annual ARC Great Teachers' Retreat was our replication of the California Great Teachers' Seminar (CGTS) which was held in Santa Barbara over the summer. For the second year we held our retreat in November at Granlibakken Resort in the Sierras. Participants in the retreat were selected by lottery at the end of Teaching Week.

This year Bill Haney (Anthropology), Lupe Gomez (Counseling), Perla Warren (Music), Alma Grubbs (Foreign Language), Larry Rodrigues (Electronics), Wendy Hunt (Home Ec), John Ballinger (Math), Glen Swanson (Business), Nancy Reitz (Chemistry), and Danny White (Chemistry) spent two full days exploring problems and innovations in the classroom. Francisco Arce (Political Science), this year's CGTS participant and ARC retreat coordinator, says the retreat was intensive and well worth the effort put in by all. Nancy Reitz (Chemistry), who was selected by lottery at the Year-End Gathering held in May, will be attending the CGTS this summer and replicating the retreat for another 10 ARC faculty this coming fall.

(NOTE: For the first year one of the ten spaces available for the retreat was "guaranteed" for the faculty member who was selected "Instructor of the Year" by the students. We hope that in the future TRC directors will maintain this policy.)

Grant-A-Wish Mini-Grants: The Grant-A-Wish program makes dollars available for faculty to visit other campuses and to ask other experts to visit ARC in order to improve instruction at ARC in specific disciplines and subject areas. This year 12 approvals translated into $2310 being disbursed (VoEd funds, designated by an asterisk "*", are included).

Travel grants. Jacqui Lahr (Dance) used $75 to attend a one-day choreography workshop. Betty Nelson (Art) used $400 to visit the graphic arts programs at Cal Poly San Luis Obispo, CSU Chico and San Jose State. The information she gathered and the contacts she made immediately helped her in shaping ARC's new graphic arts program. Larry Ghilardi (PE) used $80 to visit UCLA and USC to look at their athletic programs. John Monfross (History) and Bob Bates (English) used $535 to visit Pierce College in Woodland Hills to look at their successful course which combines American History and Literature. Bates and Monfross will be teaching a similar course at ARC in the fall.

Chuck Purcell (Horticulture) used $285* to visit Cal Poly San Luis Obispo to determine the necessary adjustments ARC needs to make to maintain effective articulation. Roietta Fulgham (Business) used $67* to attend a Telephone Tips Workshop and $50* to attend an Office Procedures Update Conference so that she could update her teaching units in those areas. Mike Sagie (Electronics) used $214* to attend the Autodesk Expo '89 which updated his information in the area of Computer Aided Design. And finally, Barbara Chance (Allied Health) used $434* to attend a nursing conference in Seattle which focused on the latest concerns and information in the field.

Visiting expert grants. Bruce Perini and Bill Haney (Anthropology) used $50 to bring Dr. Eric Crystal to speak on the newest Californians: the Laotian and Cambodian Peoples. Thuan Bui (Counseling) used $20 to bring Lue Vang to provide authentic south and southeast asian music to accompany the south and southeast asian food which was sold by the International Club the same day as Dr. Crystal's presentation. Wayne Bartz (Psychology) used $100 to bring Dr. Eugenie C. Scott to speak on Science, Creationism and American Education. In all cases, a special gathering was provided for interested faculty to informally discuss pertinent issues with the visiting scholars.

TRC Computer Use: The three Macintosh SE computers, the Apple IIgs, the Panasonic Senior Partner (MS DOS), the laserprinter and the scanner continued to bring in staff from all divisions who use the equipment for purposes of professional development. Exams, handouts, grade records, lecture notes, graphic overlays, class schedules and syllabi are some of the most common items produced on the computers as the faculty learn how to use them. An unduplicated count of 43 full and part-time faculty members have used the computers and related equipment this year, with the computers being used an average of 40 hours each week.

Twenty-five faculty members borrowed at least one of our loaner computers (Apple IIc and Macintosh), with many faculty members borrowing the computers again when available. Twelve faculty members borrowed computer related equipment/software.

A student assistant was hired this spring to provide faculty assistance in the area of computers; this student has been responsible to research the answers to the faculty's computer-related questions as well as help the faculty become comfortable with the equipment and the software. This assistant has also compiled a TRC computer inventory and assisted in writing computer related news for the monthly TRC newsletter.

(NOTE: The new computer equipment in the Biology/Health Science area as well as the support for the Communication/Humanities computer lab can be traced in a large part to the TRC's faculty computer literacy program.)

Events and Activities: A variety of events were scheduled throughout the year; we focused on improving instruction in the classroom, using technology to teach and building critical thinking and self-esteem into our classroom strategies. While most events were planned to help faculty directly improve student performance in the classroom, some events were planned to provide faculty with ideas for promoting their own professional development goals. A few events, such as the open houses and "Brown Bag" events, were open to all staff, and classified members were invited to attend. Some of the more popular programs this year included a workshop on the Vietnamese students' culture and language with Thuan Bui (Counseling) and a workshop on building self-esteem in the classroom with Sandi Redenbach, the coordinator for the Yolo County Task Force to Promote Self-Esteem.

A new type of program, "*Salmagundi*", was instituted in the spring. The purpose of these programs is to provide an informal setting for faculty to meet and share items of interest which are not bound by subject focus (such as information from education and computer conferences).

In the final analysis of events and activities for 1988-89, $2908 was spent to bring five experts to the TRC to share their knowledge with the faculty. The rest of the events were provided using our own expert faculty (from our campus or from the district). A total of 50 activities and events were sponsored with a total attendance of 741 and an average attendance of 15.

Additional Programs and Support Services: The TRC offers ten additional specific programs and support services to assist faculty in their continued professional development, including student and video feedback and the professional resource bank. Twenty-two faculty members enjoyed a video/audio tape of a program their schedule did not allow them to attend. Three faculty members had their textbooks assessed for reading level (five books). Ten faculty members requested that their classroom presentation be videotaped for the purpose of professional improvement (19 classes), and eight faculty members requested that their students be given the opportunity to provide them with anonymous feedback through our Student Feedback Program (15 classes).

Because of the large number of faculty within retiring age this year, STRS made arrangements with the TRC (through the President's Office) to coordinate individual counseling sessions for the faculty interested in retiring. The TRC made arrangements for two STRS counselors to meet with 21 faculty members over a three-day period.

ARC has also been hiring a large amount of new faculty these past few years; a major concern has been to service this new staff. This year the TRC serviced 22 of the 24 full-time faculty member "new-hires" who have been hired within the last three years.

Finally, six colleges from elsewhere in the state requested information about our faculty staff development program; five colleges sent representatives to visit with us personally to see what happens here, including Santa Rosa, Santa Monica, Sierra, Yuba and Diablo Valley colleges.

Facilities: This year we underwent major facility changes. Just before the 1988-89 school year began the TRC moved to the first floor with the approval of the TRC director, library dean, staff development dean and dean of instruction. The new facilities provide us with the necessary electrical and desk-top support for all our computer equipment. The new facility also provides us with more display space which has been utilized to show faculty collections and work (e.g., craft displays, artifact collections)..

Just before the spring semester began, a set of doors leading from the TRC out into the library atrium was installed. This has allowed us to use the atrium as a gathering place before and after meetings, as an aid in reducing bottle-neck traffic conditions coming to and leaving from the TRC and as a second, and yet separate, meeting area for faculty.

AB 1725 funds: The TRC received $15,000 from the ARC Staff Development Advisory Committee to provide additional support to our faculty staff development program. This spring those funds have been used to support two Instructional Skills Workshops (and the additional planning such a program requires) and to provide events which focused on using technology to improve instruction. Because the funds were received late in the planning stage for this year, the unused funds can be used in the fall of 1989. We are planning to provide five more Instructional Skills Workshops (for 25-30 faculty), fund our ARC Great Teachers' Retreat for 10 faculty (which has been funded from another source in the past) and provide a series on computer literacy and using technology to teach. Should more funds become available for the school year 1989-90 the TRC is planning to provide workshops/activities on Critical Thinking, Classroom Based Research, and Reading/Writing Across the Curriculum.

The Bottom Line: An unduplicated count shows that 209 full-time faculty members representing all areas (including administrators), 43 part-time/temporary faculty and 59 classified staff have attended an event or used a TRC service during the 1988-89 school year.

TRC ACTIVITIES AND EVENTS ∞ 1988 - 89
FALL

September 7	"Keeping Student Grade Records on Hypercard"	6
September 22	Brown Bag: "From Olive Branches to Steroids"	14
September 28	Open House	99
September 29	Brown Bag: "Lunch in Portugal"	7
October 3, 1pm	"Classroom Concerns: A Forum"	8
October 3, 2pm	"Instructional Skills Workshop Presentation"	7
October 4	"A Perspective on the LRC To Be"	8
October 5, noon	"Called to be a School Teacher"	Rescheduled
October 5, 3pm	"Called to be a School Teacher"	Rescheduled
October 6, noon	"Instructional Skills Workshop Presentation"	11
October 6, 2:30pm	"Using Computers for Instruction"	9
October 7	"ARC's Great Teachers' Retreat 87-88"	10
October 18	Coffee, Cookies and Conversation with the President	11
October 19	Brown Bag: "A Day in the Life of the Soviet Union"	15
October 20, noon	Coffee, Cookies and Conversation with the President	8
October 20, 2pm	AB 1725	7
November 16, noon	"Called to be a School Teacher"	60*
November 16, 3pm	"Called to be a School Teacher"	40*
November 22	"Building Communities" a teleconference	21
December 13 & 14	Holiday Sharing	46
January 16-19	Instructional Skills Workshop	4
January 23-26	Instructional Skills Workshop	6

A Total of 20 Activities and Events for Fall; 397 in attendance, 20 average attendance

*approximate; head count only

TRC ACTIVITIES AND EVENTS ∞ 1988 - 89
SPRING

February 16	"Excellence in Education" a teleconference	6
February 22	Open House	55
February 23	"ARC's Vietnamese Students"	27
March 3	Brown Bag: "South of the Border"	11
March 7	"Aging" a teleconference	19
March 8	"Building Self-Esteem"	19
March 10-13	Instructional Skills Workshop	5
March 14	"Introduction to MicroComputers"	22
March 15	"Freedom of Expression in Academia"	10
March 16	Coffee, Cookies and Conversation with the President	10
March 30	"An Introduction to Classroom Research"	9
March 31	"What's New for Computers"	14
April 4 & 5	"Tour the New Learning Resource Center"	na
April 6	"Utilizing the Learning Resource Center"	18
April 7-10	Instructional Skills Workshop	5
April 18	"Developing Video Tapes Tailored to Your Classroom"	10
April 26	"Getting to Know the Newest Californians"	na
May 3	Salmagundi: "The Latest Ideas in College Teaching"	12
May 4	"How the LRC Can Help You Help Your Students"	9
May 11	"Strategies for Improving Critical Thinking"	12
May 12, noon	Brown Bag: "Ramblings of a Type C Leave"	10
May 12	"Science, Creationism and American Education"	na
May 15	"The Latest Ideas in College Teaching" Part 2	11
May 16, noon	Salmagundi: "Shared Governance in the PE Division"	6
May 16, 3pm	"Sane Stretches for Survival"	na
May 17	"Survival Guide"	3
May 23	"Improving Classroom Presentations"	11
May 23 & 24	Book Swap	10
May 25	Year-End Gathering	14
June 12-15	Instructional Skills Workshop	6

a total of 30 activities and events for spring; 344 in attendance, 11 average attendance

na = not available

Staff and Institutional Development Grants - 1988-89

Jacqui Lahr	Funds to attend Annual Dance and Movement Workshop at UC Irvine. (Award-$560)
Ivan Olson	Funds to attend forum sponsored by College Music Society at University of Colorado. (Award-$780)
Tom Brozovich	Funds for transportation and supplies relating to activities while on sabbatical leave. (Award-$905)
Kathie Read	Funds to attend Western College Reading and Learning Association 22nd Annual Conference. (Award-$473)
Sue Scott	Funds to attend Northern CA All-Sports Clinic. (Award-$217)
Kathy Rude	Funds to bring allied health consultant on campus. (Award-$1,000)
Total Funding:	$3,935

Human Resources Development Awards - AB 1725

Betty Nelsen	Funds to attend the Adobe Illustrator 88 Train the Trainer course. (Award-$255.50)
Psychology Dept.	Funds for 17 staff members for extended workshop. (Award-$901)
Alma Garcia-Grubbs	Funds to attend CA Foreign Language Teacher's Association conference. (Award-$411)
Charles Hunt	Funds to bring visiting expert on campus for faculty and student lecture. (Award-$400)
Allied Health	Funds for two one-day retreats relating to curriculum. (Award-$495)
Peggy K-Kennedy Nancy Sessano	Funds to visit bay area and valley colleges. (Award-$432)
Ted Kulp	Funds to bring theatre arts consultant to campus. (Award-$750)
Gerald Cias	Funds to attend FACCC conference. (Award-$275)
Ivan Olson	Funds to attend Music Theory Pedagogy Studies. (Award-$850)
Merlin Bradshaw	Funds to attend CA Foreign Language Teacher's Association conference. (Award-$385)

Clarence Martin	Funds to attend Humanistic Educators conference. (Award-$461)
Lyle Hinks	Funds to attend the Deaf Way conference. (Award-$738)
Wayne Bartz	Funds to attend National Convention of the American Psychological Association. (Award-$512)
Ardyce Chidester	Funds to attend Columbia University Children's Literature Institute. (Award-$1,080)
Counseling	Funds for ten counselors to participate in a Great Counselor's Retreat. (Award-$2,031)
Roietta Fulgham	Funds to attend two Civil Litigation for the Beginning Legal Secretary seminars. (Award-$270)
Gary Herrlinger	Funds to attend Education Conference and National CADD Convention. (Award-$725)
Clare Gavin	Funds to attend Orton Dyslexia Society conference and Conference for CA Association of Postsecondary Educators of the Disabled. (Award-$1,694)
Marion Rader	Funds to attend American Society of Interior Designers conference. (Award-$1,400)
Eric Chun	Funds to attend NAMM Show. (Award-$380)
Kathie Read	Funds to attend CA Association of Directors of Academic Computing '89 conference. (Award-$290)
James Warman John Coldiron	Funds to attend CA Society for Respiratory Care meeting. (Award-$894)
Jim Eckerman	Funds to attend Using Technology in Collegiate Mathematics workshop. (Award-$182)
Total funding:	$15,811.50

Professional Development Leaves - Type A 1988-89

Michael Sagie	Develop course of study to teach industrial application of computer use in Electronics Program at ARC. (Fall 1988)
James Negley	Research the future role of the ARC recreation curriculum. (Fall 1988)
Tom Brozovich	Document the contemporary New York art scene. (Spring 1989)

Professional Development Leaves - Type B 1988-89

Wm. Michel-Evleth	Provide faculty training and advice to staff using computer networks in Learning Resource Center. (40% Fall 1988 and 30% Spring 1989)
Lawrence Rodrigues	Update lab projects in ET78 course. (60% Fall 1988 and 20% Spring 1989)
Rod Siegfried	Review and revise Writing Center minicourses and write two new modules. (50% Spring 1989)
Soheir Stolba	Update Cultural Anthropology curriculum and write two new modules. (50% Spring 1989)
James W. Thompson	Update professional skills relating to electronics program. (50% Spring 1989)

Staff Development Release Time - AB 1725

Sheila Frederiksen	Develop method of testing effectiveness of classroom teaching techniques. (22.5% Fall 1989)
Elizabeth Stewart	Develop writing for self-publication module. (20% Fall 1989)
Phil Stanley	Provide orientation on and training of firefighters; develop an alternative evaluation approach to physical ability tests. (40% Fall 1989)

Classified Travel Awards

Marie Nunes	$50 award to attend Powerful Communication Skills for Women seminar.
RaNae Salon	$174 award to attend National Association of Veterans Program Administrators conference.
Betty Painter	$17.50 award to attend Sacramento Postal Forum '88.
Greg Gregory	$27.50 award to attend Applefest: Apple Computer convention.
Melissa Green	$120 award to attend AECT annual convention.
Sherry Patterson	$85 award to attend CA Library Association 90th annual conference.
Debra Campbell	$85 award to attend CA Library Association 90th annual conference.
Barbara Dimopoulos	$50 award to attend A Linguistic Look at American Sign Language and Anthropological View of American Deaf Culture.
Delores Smith	$60 award to attend CA Association of Community College Registrars and Admissions Officers conference.
Pat Green	$100 award to attend Chancellor's Office Disabled Studetns Program Spring conference.
Dave McGee	$37 award to attend Disabled in State Service conference.
Judy Quayle	$39 award to attend How to Give Exceptional Customer Service seminar.
Flo Johnson	$39 award to attend How to Give Exceptional Customer Service seminar.
Melissa Green	$165 award to attend Multimedia and Hypermedia Expo.

Tqtal awards - $1,109

Classified AB 1725 Travel Awards

Delores Smith	$345 award to attend CA Association of Community College Registrars and Admissions Officers conference.
Cafeteria Staff	$200 award for 20 staff members to tour Kraft Food Services.
Raymelle Revel	$195 award to attend Finance and Accounting for Non-Financial Managers and Supervisors workshop.
Ed Escobar	$307 to attend the CA Community College Police Chiefs Association conference.

Total awards - $1,047

Management

Workshops/Activities

October 1988	Life Threatening Illnesses presented by Michael Cox and Sue Shelley.
November 1988	Building Communities--a teleconference in the Teaching Resources Center.
December 1988	Luncheon in the Oak Cafe
January 1989	Team Building presented by Cynthia Stephens and Val Jon Farris.
March 1989	Total Quality Management presented by Del Nelson.

Registration Funded for Seminars/Workshops

Steve Epler	Funding to attend Leadership 2000 Conference.
Joe Howard	Funding to attend New Majority Administrators Seminar.
Bruce Werner	Funding to attend U.S. Olympic Academy Symposium.
Stephen Peithman	Funding to attend California Administrators Leadership Seminar.

Computer Training Programs

Word Perfect 5.0	Marie Perino prepared the program and Judy Brown conducted three workshops which consisted of nine hours of training. The unduplicated attendance was 54 staff members.
Introduction to Micros	Linda Jurgens presented a two-hour workshop relating to hardware and software selection and computer maintenance. The workshop was attended by 22 staff members.
What's New in Computer Software and Hardware	Don Stump, a representative from Ed Tech, discussed and demonstrated new computer software and hardware available. The two-hour workshop was attended by 14 staff members.
Lotus 1, 2, 3	Susan Broom conducted a two-part workshop on a beginning and intermediate level for the instruction of the Lotus spreadsheet. The workshop was attended by 17 staff members.
Macintosh Classes	Mike Michel-Evleth conducted three six-week hands on classes in the new Mac Lab offering instruction on the Mac and its software. A total of 26 staff members were enrolled in classes.
Pagemaker	Matthew Bybee provided specialized instruction on Pagemaker to the Community Service/Voc Ed area. Five staff members participated in the instruction.

Memorandum
American River College

November 14, 1988

TO: Shared Governance Colloquium Participants

FROM: Colloquium Planning Committee

SUBJECT: Preparation for November 29 Colloquium

Earlier you received an invitation from President Randall to participate in a colloquium on shared governance at American River College. The colloquium is scheduled on Tuesday, November 29, from noon to 8:00 PM at the Sacramento Inn. There are some details you need to know in order to be adequately prepared for the colloquium:

The Colloquium Charge and Objectives:

In order to deal more effectively with the educational issues of the 1990's, the total staff of American River College seeks to examine the concept and element of shared governance. By involving representatives of the four major constituencies of the college--faculty, management, staff and students--in a colloquium, the elements of shared governance and their ramifications can begin to be examined. Specifically, the objectives of the colloquium are:

a. To begin to develop a common understanding of a definition of shared governance including the possible roles of the constituencies;

b. To recognize and acknowledge the elements of shared governance that currently exist at ARC;

c. To identify a number of important elements related to shared governance and its implementation at ARC;

d. To promote dialogue among the college constituencies that results in improved working relationships;

e. To begin to clarify the participants' values about the issues related to shared governance;

f. To begin to develop specific plans for shared governance that respond to identified issues.

The Facilitator: We are fortunate to have Mike McHargue from Foothill College as our facilitator. Mike is currently the president of the Foothill Academic Senate and serves on the state Academic Senate Board. He has served as staff at the annual Great Teachers Seminar, has served as co-chair and staff of the FII statewide Educational Leadership Colloquia Grant, and has facilitated several local college colloquia (last month at Cypress College).

"Homework": The ARC colloquium is modeled after the four state regional colloquia held last year and after the successful Great Teachers and Administrative Leadership Seminars. In preparation for these events participants are requested to complete two one-page papers and bring copies to be distributed to fellow participants. The topics of the papers are:

a. Describe a "success" accomplished at American River College that shows evidence of cooperation among faculty, management, staff, and/or students. The success can be from a departmental, area/unit or campus perspective.

b. Describe or discuss a still "unresolved" problem or issue that could or should provide an opportunity for a cooperative effort among faculty, management, staff, and/or students at American River College.

Your papers should be delivered to Marnell in duplicating no later than **Monday, November 28,** to be reproduced and collated for Tuesday. If you are unable to meet this deadline, you should bring 75 copies of each paper with you to the colloquium.

NOTE: Because discussion of your papers is a critical part of the colloquium, it is very important that the papers be prepared ahead of time!

ARC Colloquium Staff: Because a portion of the colloquium requires that the group be broken down on occasion into smaller working groups, members of the planning committee augmented by several persons who have attended the Great Teacher or Administrative Leadership Seminars will serve as colloquium staff.

Dress: There is no need to dress up for this occasion. It is best to dress casually and comfortably.

Meals: Lunch and dinner will be provided as a part of the colloquium.

AMERICAN RIVER COLLEGE

Evaluation Plan for AB 1725 Staff Development Activities

TYPES OF EVALUATIONS

1. **Ongoing Evaluation:** Committees or groups providing staff development activities may conduct evaluations to obtain feedback to improve the activity or to determine possible followup activities. Such evaluations are not a part of AB 1725 requirements, but the Research Office should be kept informed.

   (For example, the Teaching Resources Center may wish to evaluate a lecture series; a department may evaluate a planning retreat--these would be for program improvement and internal use only.)

2. **Formal Evaluation:** The Staff Development Advisory Committee adopted a set of evaluative questions to be used for the official evaluation of all staff development activities funded by AB 1725. The evaluation will focus primarily on the impact the staff development activity has had on the participant(s). The committee has also adopted Standards for Funding which define the AB 1725 categories eligible for funding. Participants will be required to complete the evaluation instrument within 30 days of the activity and in some cases will be required to do a followup evaluation. The process will be coordinated by the Research Office.

   (For example, participants in staff development activities and recipients of funds/reassigned time will complete this evaluation form. If an individual(s) receives funds on behalf of a group or area, the evaluation will be completed by individual(s) who submitted the proposal, with summary data for each of the questions asked; such a report should include the names of all who participated in event.)

3. **End-of Year Evaluation:** There will be an evaluation instrument to annually evaluate staff impressions of the entire array of staff development activities funded by AB 1725. The purpose will be to evaluate the effectiveness of the comprehensive plan and to improve the plan in subsequent years. This process will be coordinated by the Research Office.

   (This instrument will go to all staff at the end of the school year to determine satisfaction with the staff development activities and opportunities offered, and to obtain suggestions for improvement.)

Research Office April 1989

AMERICAN RIVER COLLEGE

AB 1725 Standards for Funding

A. Improvement of Teaching
This category deals primarily with improvement of instructional techniques rather than with discipline content. It is the acquisition of a teaching method(s) which already has been established in education. As such, it is not the development of a new technology or methodology.

B. Maintenance of Current Academic/Technical Knowledge and Skills
This category is for updating discipline content knowledge within all academic fields except those normally falling under the heading of vocational education. While primarily for teachers, it also covers management, counselors, classified staff. The "discipline" for staff outside of teaching would be any body of knowledge directly related to a job assignment.

C. Inservice Training for Vocational Education and Employment Preparation Programs
Designed for all staff in vocational education, this category deals with maintaining current skills and knowledge for the direct employment of or the upgrading of programs for students.

D. Retraining to Meet Institutional Needs
The primary purpose is retraining for a different assignment within the institution (e.g., from one discipline to another).

E. Intersegmental Exchange Programs
This category deals primarily with exchanges (e.g., reassignments, meetings) among high school, community college and university staff. It is intended to foster inter-institutional relationships, but may include exchanges between staffs of community colleges.

F. **Development of Innovations in Instructional and Administrative Techniques and Program Effectiveness**
The purpose is not conventional updating but acquiring information and skills about a new, exploratory, and innovative approach within any staff assignment. As such, this category supersedes categories A, B and C.

G. **Computer and Technological Proficiency Programs**
This category is for training associated with new equipment or new technology. It is to develop proficiency with such equipment.

H. **Courses and Training Implementing Affirmative Action and Upward Mobility Programs**
Dealing with affirmative action and mobility, this training of staff relates to underrepresented groups.

AMERICAN RIVER COLLEGE

Evaluation -- AB 1725 Staff Development Activity
(To be completed within 30 days of activity)

Name _____

Faculty _____ Classified _____ Management _____

Position/assignment _____

Years with District 1-5 _____ 6-10 _____ 11-15 _____

16-20 _____ More than 20 _____

Staff Development Activity _____

_____

Study the attached "Standards for Funding" and indicate which category your activity relates primarily to _____; other categories activity relates to _____.

Please answer the following statements:

1. Describe the staff development activity.

use separate sheet

2. Indicate your overall evaluation of this activity/event. Describe your impressions -- good and bad -- of the activity including whether you would recommend it to others.

use separate sheet

3. Describe the specific changes you have made or plan to make as a result of this staff development activity. Focus on how you have or will integrate the information from this activity into your assignment.

Note: If you are only able to provide preliminary information at this time, there will also be a followup evaluation; indicate when it would be prudent for us to contact you about long range outcomes.

use separate sheet

ATTENTION: Return to Research Office within 30 days of staff development activity.

INSTRUCTIONAL SKILLS WORKSHOP PARTICIPANTS

Sample of responses to evaluation question two: Indicate your overall evaluation of this activity/event.

"This was an outstanding activity. It gave me an opportunity to work with instructors and counselors from a variety of disciplines. I continue to stay in contact with the members of my group. I am also more conscious of my teaching and I feel that I did a better job this semester as a result of participating in this workshop."

Reading Instructor

"The workshop gave me an opportunity to review and critique some of the teaching methods that I was, and was not, using in the classroom. It offered a non-threatening environment for a critical evaluation of techniques that I have been using."

Electronics Instructor

"I do highly recommend this workshop to my fellow instructors. Overall, I found the workshop to be informative, well organized and, though stressful, even fun. While none of the information was new to me, it served as an excellent review because I was able to apply these techniques directly to my classes."

English Instructor

"The workshop almost should be a requirement for every teacher periodically through in-service training. The new ideas, attitudes and philosophies gained here through the instructor are invaluable. The discussions within the group on each participant not only helped individually, but provided an opportunity for intersegmental exchange and understanding of others and their problems even though it was not an objective. I found the course enlightening, rewarding and self- . revealing, and highly recommend it to all staff."

Music Instructor

"Excellent, excellent and I have already recommended it to others."

Nursing Instructor

"The workshop was one of the best staff development activities I've ever attended. I highly recommend it to anyone wanting to do a better job in the classroom. Constructive peer feedback is a valuable teaching resource which, if properly developed, can significantly improve out teaching."

Math Instructor

"This activity was extremely beneficial and I would highly recommend it to my colleagues. The skills we learned helped me see my lesson plans from a different perspective. It helped me focus on order and clarity. This workshop was also very stimulating because I got to observe my colleagues in several teaching demonstrations . . . My respect has grown for my colleagues since sharing this experience."

Language Instructor

INSTRUCTIONAL SKILLS WORKSHOP PARTICIPANTS

Sample of responses to evaluation question three: Describe the specific changes you havae made or plan to make as a result of this staff development activity.

"I have changed my lesson plans. I use more examples (from my own experience). I make better use of the blackboard and will use overheads more and more in the future."

Business Instructor

"I have modified my approach in my lab by:
--including a specific set of objectives for the activity.
--breaking the class into small groups to examine the data and collectively work on a self-test (post-test) -- more of a cooperative learning situation.
--assuming a role of "learning facilitator" as opposed to a "distributor of facts."

Biology Instructor

"I have been able to improve student retention and achievement through:
--Better use of visual aids in lecture.
--Being more specific in telling students what I feel it is important for them to know.
--Writing tests that better reflect the material that I have emphasized.
--Taking time to know each student on a more personal basis.

Electronics Instructor

"The specific changes I have made include:
--making sure my lessons include a bridge.
--being more aware of my students' individual differences and learning styles.
--trying to include a pre-test before each lesson."

English Instructor

"I have already incorporated many of the skills of class participation into my classes. Most important, I have developed an attitude of looking for creative ways to improve my teaching. This attitudinal change is very surprising to me and the most valuabele gain that occurred."

Nursing Instructor

"I am more aware of specific goals and objectives for my lesson plans. Other tools . . . have assisted in re-evaluation of course materials and the process of how to more effectively present the material."

Music Instructor

"I am conscious of a particular speech mechanism that the group pointed out and have tried to correct myself . . . The ISW has helped my become a better teacher by challenging me to set higher standards for myself."

Reading Instructor

STAFF DEVELOPMENT GRANT RECIPIENTS

Sample of responses to questions two and three evaluation form:

Speaker brought to campus on "High Temperature Superconductors."
"The lecture was outstanding! I understand high-temperature superconductors much better than I did before and am much more aware of the limitations on this new technology. I will incorporate this new material into my lectures on electricity and magnetism."

Physics Instructor

One-day retreat for theatre arts staff on theatre design and renovation.
"The event was very successful. All of us have begun to re-think our ideas about the flexible theatre. We all came to agreement with the architect about what basic changes we need to make in the current theatre to make it a more effective performance space."

Theatre Arts Instructor

Two-day retreat for nursing faculty.
"The retreat enabled faculty to work on curriculum recommendations made by the accreditation visit. In my opinion, these two days away from the campus were outstanding. The uninterrupted time allowed us to accomplish many of our curriculum goals for this semester. As for the other faculty involved, they all have expressed similar thoughts. One member stated, 'We moved faster through our goals than if we had 20 two-hour sessions'."

Nursing Instructor

Two-day off-campus planning workshop for psychology faculty.
"The department made positive progress in decisions and proposals on a number of necessary action items . . . There is a planned meeting with instructors from Sierra College, Sacramento City College and perhaps Cosumnes River College. There is a scheduled fall retreat funded by the area. Each instructor has expressed interest in incorporating one or more new teaching methods in the fall semester from our exchange of techniques. Through the analysis of the writing and critical thinking requirements, two-thirds of the department were given new positive ideas of changing their approach in these assignments."

Psychology Instructor

Annual Conference - California Foreign Language Teachers Association.
"An excellent example of the professional dedication and generous giving of time and energy to upgrade and improve our particular discipline. The exchange of information and sharing of ideas and experiences was most commendable. I plan to implement more cooperative learning techniques into my classroom at all levels. I anticipate reviewing my methods and textbooks to find ways to capitalize using student energy and small groups more effectively."

Spanish Instructor

CLASSIFIED TRAVEL FUND RECIPIENTS

Sample of responses to questions two and three of evaluation form:

California Association of Community College Records and Admissions Office Conference.
"This was the best CACCROA conference I have attended due to the high number of people who attended (about 150) and the quality of the sessions. . . Much of the information will be shared with our office staff on a continual basis throughout the year. In addition, I plan to offer a staff development workshop on customer service that will incorporate many of the ideas shared by the panelists of Long Beach City College."

Supervisor-Records & Admissions

California Community College Police Chiefs Association Conference.
"My overall evaluation of this conference was that it was very informative. I would recommend this type of conference to anyone in a community college police department . . . As a result of the conference, I have set up monthly in-service training sessions for all of my officers. The sessions include guest speakers, video tapes, etc. I have ordered up-to-date Penal Code and Vehicle Code books for all officers."

Police Captain

Workshop: Finance and Accounting for Nonfinancial Managers and Supervisors.
"The seminar was excellent. I became knowledgeable of the jargon, standard practices and everyday applications of finance and accounting. I now feel more confident and in control of how to use this financial information and can apply it to our everyday budget situations . . . I am better able to interpret our budget reports, know what questions to ask accounting when problems arise, have a good handle on how to statistically plot a breakeven figure and what to do if the projected income is not met. I also feel that I know the theory behind financial equations. I plan to pass this knowledge on to my staff."

Supervisor-Community Services

Visit by Cafeteria staff to Kraft Food Service facility.
"My overall evaluation of this tour is excellent. Draft Food Service gave us a wonderfully informative and technical tour of how distribution and quality control is managed and maintained for a billion dollar organization. The staff was so impressed they have already made changes for the better in their respective work areas."

Food Service Manager

MANAGEMENT FUND RECIPIENTS

Sample of responses to questions two and three of evaluation form:

New Majority Administrators Seminar.
"This was a very positive, worthwhile experience for me . . . As the new campus affirmative action officer, this conference was very valuable. It allowed me to gain a sense of perspective from the "new majority" as well as make contact with others in my position from throughout the state. Both this insight and contacts will be helpful in assuming my new role."

Instructional Dean

California Administrators Leadership Seminar.
"This was the most rewarding conference I ever attended. Too often conferences are set up so that "participants" sit in a large room and listen to "experts" talk to them. CALS assumes that each participant is an expert, and instead encourages participants to share ideas, problems and solutions with one another . . . Much of what I learned will be of direct use in meeting my stated objectives for 1989-90, including revitalizing the marketing committee and working toward enrollment management as a goal, and developing a centralized campus information center."

Public Information Officer

United States Olympic Academy XIII
"The Academy experience was exceptional . . . I recommend this activity to anyone interested in or responsible for conducting amateur sports programs . . . Information gained in the Science Track sessions will be put to use this fall. Several ideas will be inserted into the Student-Athlete Substance Abuse program. Information on nutrition and competition will be shared with staff. Sessions related to women's athletics resulted in a renewed commitment on my part to maintain and improve our women's program. The Motivation and Visualization workshop will be used with athletes starting next fall."

Instructional Dean

AMERICAN RIVER COLLEGE

RECEIVED
DEC 13 1988
DEAN OF INSTRUCTION
AMERICAN RIVER COLLEGE

December 5, 1988

TO: Shared Governance Colloquium Participants

FROM: Colloquium Planning Committee

SUBJECT: Colloquium Evaluation

Could you please complete the evaluation form and return it to Audrey Swiderek before December 16. **(Note: Sheets are color-coded to reflect each of the four constituencies.)** The evaluation is based on the six objectives of the colloquium as developed by the Planning Committee in cooperation with Mike McHargue. Thank you.

Please rate on a scale of 1 to 5 how well you believe the objectives were reached:

1	2	3	4	5
Very Good	Good	Average	Poor	Very Poor

Rating

_____ To begin to develop a common understanding of a definition of shared governance including the possible roles of the constituencies.

_____ To recognize and acknowledge the elements of shared governance that currently exist at ARC.

_____ To identify a number of important elements related to shared governance and its implementation at ARC.

_____ To promote dialogue among the college constituencies that results in improved working relationships.

_____ To begin to clarify the participants' values about the issues related to shared governance.

_____ To begin to develop specific plans for shared governance that respond to identified issues.

Since anonymity is desired, please do not sign the evaluation. Please use the back of the page for any comments. Thank you.

SME:a
December 1, 1988

SHARED GOVERNANCE RETREAT EVALUATION
01-19-1989
SURVEY RESULTS

#	(1) A	%	(2) B	%	(3) C	%	(4) D	%	(5) E	%	TOTAL RESPONSES	ITEM MEAN
1	10	28.6	12	34.3	3	8.6	8	22.9	2	5.7	35	2.43
2	7	20.6	18	52.9	7	20.6	2	5.9	0	0.0	34	2.12
3	8	23.5	11	32.4	10	29.4	5	14.7	0	0.0	34	2.35
4	15	44.1	16	47.1	2	5.9	1	2.9	0	0.0	34	1.68
5	11	32.4	16	47.1	7	20.6	0	0.0	0	0.0	34	1.88
6	1	2.9	5	14.7	12	35.3	8	23.5	8	23.5	34	3.50

36 SURVEY FORMS WERE PROCESSED

STAFF DEVELOPMENT EVALUATION
1988-89

1. If you did **not** participate in any institutional staff development activity this year, please indicate which reasons apply.

   Reasons: Did not meet my needs/interests _____
   Not offered at convenient times _____
   Didn't know about them _____
   Other (please indicate) _____

In addition, please answer questions 4 through 6 on reverse side.

2. If you **did** participate in at least one institutional staff development activity this year, please check ALL those that apply and indicate on a scale of 1-5 (1=poor to 5=excellent) your degree of satisfaction with the activity.

_____Computer workshop or class	1	2	3	4	5
_____Shared governance colloquium	1	2	3	4	5
_____TRC workshop/speaker	1	2	3	4	5
_____TRC video feedback	1	2	3	4	5
_____TRC midterm interview	1	2	3	4	5
_____TRC video library	1	2	3	4	5
_____Other TRC services	1	2	3	4	5
_____Instructional Skills Workshop	1	2	3	4	5
_____Great Teachers Retreat	1	2	3	4	5
_____TRC special event	1	2	3	4	5
_____Classified workshop	1	2	3	4	5
_____Classified travel/conference grant	1	2	3	4	5
_____Classified video/audio library	1	2	3	4	5
_____Staff/Institutional Devm't grant (conference, special project, etc)	1	2	3	4	5
_____Reassigned time from Professional Standards Committee	1	2	3	4	5
_____Administrative workshop/speaker (MOD Squad)	1	2	3	4	5
_____Other (describe)	1	2	3	4	5

--- OVER ---

3. On the same 1-5 scale, please evaluate the institutional staff development program as a whole, in terms of:

Comprehensiveness (something for everyone)	1	2	3	4	5
Diversity (meets variety of needs)	1	2	3	4	5
Overall quality	1	2	3	4	5
Publicity	1	2	3	4	5

4. What staff development activities, if any, did you participate in beyond the institutional staff development program?

5. What suggestions do you have to improve our institutional staff development program?

Please check one:

6. Faculty _____ Classified _____ Administrator _____

7. Years at ARC: 1-5 _____ 6-10 _____ 11-15 _____

16-20 _____ More than 20 _____

THANK YOU FOR YOUR HELP

PLEASE RETURN THIS FORM TO THE RESEARCH OFFICE

5/26/89

EVALUATION OF PROGRAM - ALL STAFF

	(Poor) 1	2	3	4	(Excellent) 5	Total
Comprehensive	2	6	20	32	26	86
Diversity	2	7	17	36	25	87
Quality	3	1	11	50	20	85
Publicity	3	4	12	26	34	79

RATE ACTIVITIES
SUMMARY DATA - ALL STAFF

	(Poor) 1	2	3	4	(Excellent) 5
Computer workshop or class	3	3	7	16	17
Shared governance colloquium	1	0	6	4	3
TRC workshop/speaker	1	1	12	24	20
TRC video feedback	0	0	0	2	3
TRC midterm interview	0	0	1	1	1
TRC video library	1	0	1	5	1
Other TRC services	0	0	2	13	14
Instructional Skills Workshop	1	0	2	2	13
Great Teachers Retreat	0	1	0	3	3
TRC special event	0	1	1	14	11
Classified workshop	0	0	0	0	7
Classified travel/conference grant	0	0	0	0	2
Classified video/audio library	0	0	0	0	2
Staff/Institutional Development grant (conf., special project, etc.)	2	0	0	2	13
Reassigned time from Professional Standards Committee	1	0	1	2	1
Administrative workshop/speaker (MOD Squad)	1	0	2	2	4
Other (describe)	0	0	0	0	7
TOTAL	11	6	35	90	122

DRAFT

AMERICAN RIVER COLLEGE
AB 1725 Human Resources Development Plan and Budget

		Carry Over 1988-89	1989-90 Funds	Total for 1989-90
I	SEGMENTAL PROGRAMS:			
1.	**Classified**	5,263	6,300	11,563
	Workshops			5,000
	Conference and Travel			3,000
	Classified Staff Development Library			563
	Specialized Training for Units			3,000
2.	**Management**	2,591	4,000	6,591
	Workshops			2,000
	Minigrants for One-day Seminars			1,000
	Special Conferences			1,300
	i.e. Management Leadership Seminar; Minority Managers Seminar			
	Management Staff Development Library			291
	ISW for Area Deans			2,000
3.	**Faculty**			
A.	**Teaching Resources Center**	8,129	16,500	24,629
	Instructional Skills Workshops			13,000
	Workshops/seminars - general			1,500
	Minigrants for Travel/visiting experts			1,429
	Supplies			200
	Printing - newsletter, brochure			200
	Classified staff - overtime			1,000
	Faculty Director - 20% for spring			2,000
	Student help			1,800
	Great Teachers Retreat			2,500
	Resource Bank			200
B.	**Staff Development Grants** Staff and Institutional Development Committee	4,469	20,000	24,469
C.	**Staff Development Leave** Professional Standards Committee	2,000	8,000	10,000
II	INTERSEGMENTAL PROGRAMS (all staff)			
1.	**Computer Training**	6,720	6,000	12,720
	Workshops, speakers			10,000
	Travel			2,720
2.	**Affirmative Action/ Cultural Diversity**	3,717	4,500	8,217
	Workshops, seminars			7,000
	Travel			2,000
3.	**Shared Governance**	2,223	4,500	6,723
	Colloquim			5,523
	Workshops			1,200
	Contingency/Operations	2,891	3,000	5,891
	Evaluation	-0-	1,250	1,250
TOTAL		38,003	74,050	112,053

*Preliminary Budget
Note-Budget plan will be reviewed mid-year for needed revisions

9/13/89

ERIC Clearinghouse for Junior Colleges
NOV 15 1990